

## Year 3 Assessment Benchmark Objectives

### Descriptors to define “Meeting” expected skill level

**Exceeding:** Can demonstrate ability to do more than the descriptor

**Meeting:** Can demonstrate the ability to achieve confidently and accurately the descriptor

**Emerging:** Can meet some of the descriptor but still needs more practise

\*content can be altered, level of challenge must be maintained. Puzzle it out word documents allow class teacher to alter content

L - listening

S - Writing

R - Reading

W - Writing

- If two activities in one skill area are described, teachers can select to assess one or both descriptors with the children
- Teachers may wish to assess a sample group , a group of children per term or the whole class
- The half termly assessments can be recorded on the Assessment grids.
- Once the child has reached the skills level this data can then be transferred to the school’s own foundation data collection grids.
- Qualitative data can show the percentage of children EMERGING/MEETING or EXCEEDING the skill level descriptor.

**The Skill Levels for Stage One are:** (from the Year 3 Tracking sheet- skills’ descriptor chart)

Listening: Can understand a few familiar spoken words and phrases (Sound spelling: Can identify specific sound and phonemes)

Speaking: Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker

Reading: Can recognise and read out a few familiar words and phrases

Writing: Can write or copy a few simple words or symbols as an emergent writer of the target language

Term	Meeting the Skill descriptor	Content
<b>Aut 1</b>	L - Can identify and respond to the name question	Greeting/farewell
	L - Can identify accurately four numbers between 1-10	Name question
	S - Can say name accurately using name phrase	Name phrase
	<i>S - Can say four numbers accurately between 1-10 (italics= optional activity)</i>	Numbers 1-10
	R - Can read and sort in correct order four of the numbers from 1-10	



	W - Can write a greeting and farewell accurately in target language that can be understood by a sympathetic native speaker	
<b>Aut 2</b>	L - Can identify four days of the week  L - Can identify five months of the year	Days of the week  Months of the year

	L - Can respond physically to a classroom command in class.  S - Can say two days of the week accurately  S - Can say five months of the year accurately  R - Can read and sort in to order five months of the year  W - Can write two months or two days relatively accurately from memory (minor spelling errors)	
<b>Spr 1</b>	L - Can identify four familiar animal nouns  <i>L - Can recognise the favourite familiar noun animal of a friend</i>  S - Can say four familiar animal nouns  S - Can say a favourite animal in favourite animal phrase  R - Can recognise and read four familiar animals  W - Can write three familiar animal nouns relatively accurately from memory (minor spelling errors)	Animals  Favourite animal phrase



<p><b>Spr 2</b></p>	<p>L - Can identify, understand and respond to three of following items: a greeting, and the questions “how are you? “what are you called?” how old are you?”</p> <p>S - Can say accurately two of the following: a greeting , the name phrase, a feeling phrase</p> <p>R - Can recognise a greeting a farewell and one other familiar questions (name , feelings)</p> <p>W - Can write a full sentence name phrase and feelings phrase from memory relatively accurately with some simple spelling errors</p>	<p>Personal information</p> <p>Greeting</p> <p>Name</p> <p>Feelings</p> <p>Age</p>
<p><b>Sum 1</b></p>	<p>L - Can identify four familiar fruits</p> <p>S - Can say four familiar fruits</p> <p>S - Can ask politely for three different familiar fruits</p> <p>R - Can read four familiar fruits and breakfast items</p> <p>W - Can write the sentence “I like with a familiar fruit noun. From memory relatively accurately with some spelling errors</p>	<p>Fruits</p> <p>Polite request phrase</p> <p>I like ....</p>
<p><b>Sum 2</b></p>	<p>L - Can recognise five numbers between 0 and 15</p>	<p>Numbers 0-15</p>
	<p>S - Can ask the question “where do you live? Can give a spoken understandable response “I live in....”</p> <p>R - Can read and recognise four familiar words including numbers and colours</p> <p>W - Can write five familiar words to include numbers and colours</p> <p>W - Can write relatively accurately a complete sentence using “I live in ....” From memory with some spelling errors</p>	<p>Colours (red, white, black, green, blue, yellow)</p> <p>Where do you live?</p> <p>I live in ....</p> <p>Listening and joining in with the “Let’s go on a picnic story</p>

